

Qualitative Research Methods 研究方法-質性研究(11120KHCT500101)

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Course location: 推廣大樓 9212

Office and office hours: 推廣大樓 9605, Monday 14-16PM

Credits: Monday, 8-11:00AM, 3 credits

Course Description and objectives:

This course is designed to provide a basic overview of qualitative research in language teaching, so you will be familiar with the purpose, design, and procedure of research.

You will be able to

1. describe different types of qualitative research.
2. practice different data collection methods.
3. conduct literature reviews on the topic you are interested in.
4. propose the conceptual framework on your research topic.
5. analyze your collected data.
6. write your research proposal or project.
7. gain the familiarity with the ethical issues covered in language research.

Course requirements:

The instructor expects all requirements to be fulfilled. No late assignments will be accepted for credit. This course is a three-credit hour course. The course will consist of the following: an interaction of lectures, hands-on activities, discussions, and presentations.

Attendance, Participation and in-class tasks

Your attendance, collaboration, and participation are expected at all times. Effective participation means being prepared for class, having completed readings, and engaging in class discussions/activities. You will be required to complete in-class tasks.

Quizzes (10%):

Quizzes will be given in the first five minutes of each class. No made-up quizzes will be provided.

In-class tasks

1. Case Study Design (15%)
2. Narrative inquiry Design (15%)
3. Content analysis Design (15%)
4. Interview protocol design (15%)
5. Observation fieldnotes (15%)
6. Document analysis (15%)

Course schedule:

Week	Dates	Topics
1	2/13	course introduction
2	2/20	overview on qualitative research and its types
3	2/27	day off
4	3/6	case study
5	3/13	narrative inquiry
6	3/20	content analysis
7	3/27	oral presentation on method section
8	4/3	Day off
9	4/10	data collection: interview
10	4/17	data collection: observations
11	4/24	data collection: documents
12	5/1	conceptual framework, reliability, validity
13	5/8	data analysis, results, discussion
14	5/15	writing up
15	5/22	research ethics
16	5/29	oral presentation on data collection

Recommended Textbooks

- Creswell, J. W. (2015). *30 essential skills for the qualitative researcher*. Thousand Oaks, CA: Sage Publications.
- Gee, J. P. (2014). *How to do discourse analysis*. NY: Routledge.
- Glesne, G. (2011). *Becoming qualitative researchers: An introduction*. Pearson.
- Griffiee, D. T. (2012). *An introduction to second language research methods: Design and data*. TESL-EJ Publications.
- Masson, J. (2002). *Qualitative researching*. Sage.
- Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: A data collector field guide*. Family Health International.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Routledge.
- Jennifer, M. (2002). *Qualitative researching*. Sage.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Paltridge, B. (2012). *Discourse analysis: An introduction*. Bloomsbury Publishing.
- Richards, L., & Morse, J. M. (2012). *Readme first for a user's guide to qualitative methods*. Sage.
- Webster, L., & Mertova, P. (2007). *Narrative in research. Using narrative inquiry as a research method*. Routledge.
- Yin, R. K. (2009). *Case study research: Design and methods*. Sage.

Suggested Course Readings

Narrative Inquiry

- Bell, J. (2002). Narrative inquiry: More than just telling stories. *TESOL Quarterly*, 36(2), 207-213.
- Bell, J. S. (2011). Reporting and publishing narrative inquiry in TESOL: Challenges and rewards. *TESOL Quarterly*, 45(3), 575-584.
- Norton, B., & Early, M. (2011). Researcher identity, narrative inquiry, and language teaching research. *TESOL Quarterly*, 45(3), 415-439.

Content Analysis

- Hashemnezhad, H. (2015). Qualitative content analysis research: A review article. *Journal of ELT and Applied Linguistics*, 3(1), 53-62.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- Mayring, P. (2000). Qualitative content analysis. *Forum: Qualitative Social Research*, 1(2). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1089/2385>
- Sándorová, Z. (2014). Content analysis as a research method in investigating the cultural components in foreign language textbooks. *Journal of Language and Cultural Education*, 2(1), 95-128.

Discourse Analysis

- Hammond, K. (2006). More than a game: A critical discourse analysis of a racial inequality exercise in Japan. *TESOL Quarterly*, 40(3), 545-571.
- Zuengler, J. (2011). Many lessons from a school: What classroom discourse analysis reveals. *Language Teaching*, 44(1), 55-64.

Observation

Duff, P. A., & Bachman, L. (2004). Research guidelines in TESOL: Alternative perspectives: Linking observations to interpretations and uses in TESOL research. *TESOL Quarterly*, 38(4), 723-728.

Conceptual Framework

Maxwell, J. A. (2005). Conceptual framework: What do you think is going on. *Qualitative Research Design: An Interactive Approach*, 41, 33-63.

McGaghie, W.C., Bordage, G., & Shea, J. A. (2001). Problem statement, conceptual framework, and research question. *Academic Medicine*, 76(9), 923-924. Retrieved from

https://journals.lww.com/academicmedicine/Fulltext/2001/09000/Problem_Statement,_Conceptual_Framework,_and.21.aspx

Rocco, T. S., & Plakhotnik, M. S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review*, 8(1), 120-130.

Ethical Issues

Lee, E. (2011). Ethical issues in addressing inequity in/through ESL research. *TESL Canada Journal*, 28, 31.

Shohamy, E. (1997). Testing methods, testing consequences: Are they ethical? Are they fair?. *Language testing*, 14(3), 340-349.

Shohamy, E. (2004). Reflections on research guidelines, categories, and responsibility. *TESOL Quarterly*, 38(4), 728-731.